

## Arden Elementary

1300 Ashley St  
Columbia, SC 29203

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	329 Students	
<b>Principal</b>	Dr. Eugene George	803-735-3400
<b>Superintendent</b>	Dr. Allen J. Coles	803-231-7500
<b>Board Chair</b>	Dr. Jasper Salmond	803-231-7556

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	7	46	70	15

### IMPROVEMENT RATING

BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Average	Average	N/A
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Good	Yes
<b>2005</b>	Below Average	Below Average	Yes

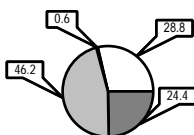
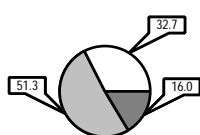
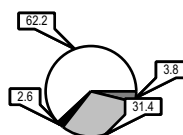
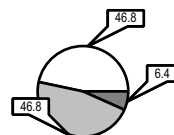
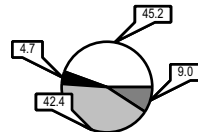
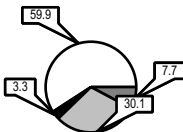
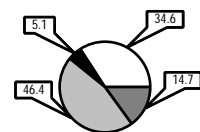
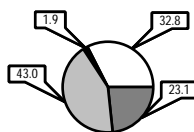
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.5%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	175	100.0	28.1	45.0	25.0	1.9	38.8	Yes	Yes
<b>Gender</b>									
Male	97	100.0	32.2	47.8	17.8	2.2	28.9		
Female	78	100.0	22.9	41.4	34.3	1.4	51.4		
<b>Racial/Ethnic Group</b>									
White	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	148	100.0	26.7	47.4	24.4	1.5	39.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	23	100.0	33.3	33.3	33.3	0.0	38.1	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	160	100.0	29.3	44.9	25.2	0.7	39.5		
Disabled	15	100.0	15.4	46.2	23.1	15.4	30.8	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	175	100.0	28.1	45.0	25.0	1.9	38.8		
<b>English Proficiency</b>									
Limited English Proficient	18	100.0	43.8	25.0	31.3	0.0	31.3	I/S	I/S
Non-Limited English Proficient	157	100.0	26.4	47.2	24.3	2.1	39.6		
<b>Socio-Economic Status</b>									
Subsidized meals	156	100.0	29.8	45.4	23.4	1.4	36.9	Yes	Yes
Full-pay meals	19	100.0	15.8	42.1	36.8	5.3	52.6		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	175	100.0	31.9	50.6	16.9	0.6	34.4	Yes	Yes
<b>Gender</b>									
Male	97	100.0	31.1	51.1	17.8	0.0	33.3		
Female	78	100.0	32.9	50.0	15.7	1.4	35.7		
<b>Racial/Ethnic Group</b>									
White	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	148	100.0	31.9	50.4	17.8	0.0	33.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	23	100.0	28.6	52.4	14.3	4.8	47.6	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	160	100.0	31.3	53.1	15.6	0.0	34.0		
Disabled	15	100.0	38.5	23.1	30.8	7.7	38.5	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	175	100.0	31.9	50.6	16.9	0.6	34.4		
<b>English Proficiency</b>									
Limited English Proficient	18	100.0	31.3	56.3	12.5	0.0	31.3	I/S	I/S
Non-Limited English Proficient	157	100.0	31.9	50.0	17.4	0.7	34.7		
<b>Socio-Economic Status</b>									
Subsidized meals	156	100.0	35.5	49.6	14.2	0.7	31.2	Yes	Yes
Full-pay meals	19	100.0	5.3	57.9	36.8	0.0	57.9		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	175	100.0	60.6	30.6	4.4	4.4	8.8
<b>Gender</b>							
Male	97	100.0	58.9	31.1	6.7	3.3	10.0
Female	78	100.0	62.9	30.0	1.4	5.7	7.1
<b>Racial/Ethnic Group</b>							
White	1	100.0	I/S	I/S	I/S	I/S	I/S
African American	148	100.0	58.5	34.1	3.0	4.4	7.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	23	100.0	71.4	14.3	9.5	4.8	14.3
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	160	100.0	61.9	31.3	4.1	2.7	6.8
Disabled	15	100.0	46.2	23.1	7.7	23.1	30.8
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	175	100.0	60.6	30.6	4.4	4.4	8.8
<b>English Proficiency</b>							
Limited English Proficient	18	100.0	81.3	12.5	6.3	0.0	6.3
Non-Limited English Proficient	157	100.0	58.3	32.6	4.2	4.9	9.0
<b>Socio-Economic Status</b>							
Subsidized meals	156	100.0	64.5	27.7	3.5	4.3	7.8
Full-pay meals	19	100.0	31.6	52.6	10.5	5.3	15.8

<b>Social Studies</b>							
All Students	175	100.0	45.6	45.6	6.3	2.5	8.8
<b>Gender</b>							
Male	97	100.0	42.2	50.0	5.6	2.2	7.8
Female	78	100.0	50.0	40.0	7.1	2.9	10.0
<b>Racial/Ethnic Group</b>							
White	1	100.0	I/S	I/S	I/S	I/S	I/S
African American	148	100.0	48.1	44.4	5.9	1.5	7.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	23	100.0	33.3	52.4	9.5	4.8	14.3
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	160	100.0	46.9	46.9	6.1	0.0	6.1
Disabled	15	100.0	30.8	30.8	7.7	30.8	38.5
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	175	100.0	45.6	45.6	6.3	2.5	8.8
<b>English Proficiency</b>							
Limited English Proficient	18	100.0	37.5	50.0	12.5	0.0	12.5
Non-Limited English Proficient	157	100.0	46.5	45.1	5.6	2.8	8.3
<b>Socio-Economic Status</b>							
Subsidized meals	156	100.0	48.2	42.6	7.1	2.1	9.2
Full-pay meals	19	100.0	26.3	68.4	0.0	5.3	5.3

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	64	98.4	21.8	43.6	32.7	1.8	34.5
	4	68	100.0	29.4	48.5	22.1	N/A	22.1
	5	65	96.9	37.1	51.6	11.3	N/A	11.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	54	100.0	28.0	34.0	36.0	2.0	38.0
	4	58	100.0	24.5	53.1	22.4	0.0	22.4
	5	63	100.0	33.3	50.9	15.8	0.0	15.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	64	100.0	30.9	58.2	10.9	N/A	10.9
	4	68	100.0	26.5	50.0	16.2	7.4	23.5
	5	65	100.0	39.1	53.1	6.3	1.6	7.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	54	100.0	32.0	60.0	8.0	0.0	8.0
	4	58	100.0	30.6	40.8	28.6	0.0	28.6
	5	63	100.0	35.1	52.6	12.3	0.0	12.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	54	100.0	58.0	36.0	4.0	2.0	6.0
	4	58	100.0	55.1	36.7	4.1	4.1	8.2
	5	63	100.0	71.9	22.8	3.5	1.8	5.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	54	100.0	52.0	42.0	6.0	0.0	6.0
	4	58	100.0	32.7	63.3	4.1	0.0	4.1
	5	63	100.0	54.4	36.8	8.8	0.0	8.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 329)</b>				
First graders who attended full-day kindergarten	90.9%	Down from 98.0%	100.0%	100.0%
Retention rate	6.3%	Up from 4.3%	3.9%	3.0%
Attendance rate	96.5%	Down from 97.0%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.3%	Up from 1.0%	6.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.7%	Up from 0.5%	5.4%	3.2%
Eligible for gifted and talented	6.9%	Up from 4.7%	4.9%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.7%	Down from 6.3%	8.0%	8.2%
Older than usual for grade	1.5%	Up from 1.1%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 31)</b>				
Teachers with advanced degrees	58.1%	Up from 53.3%	50.6%	52.6%
Continuing contract teachers	77.4%	Down from 80.0%	75.5%	83.3%
Highly qualified teachers	92.9%	Up from 92.6%	92.3%	93.5%
Teachers with emergency or provisional certificates	7.7%	Down from 14.3%	2.6%	0.0%
Teachers returning from previous year	91.5%	Up from 90.1%	83.4%	87.0%
Teacher attendance rate	92.9%	Down from 93.5%	94.9%	95.0%
Average teacher salary	\$40,440	Down 4.9%	\$40,479	\$41,703
Prof. development days/teacher	7.6 days	Up from 6.4 days	13.5 days	12.8 days
<b>School</b>				
Principal's years at school	7.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	17.3 to 1	Down from 18.0 to 1	16.5 to 1	18.8 to 1
Prime instructional time	88.4%	Down from 89.6%	88.8%	89.8%
Dollars spent per pupil*	\$7,241	Up 18.0%	\$7,383	\$6,242
Percent of expenditures for teacher salaries*	73.9%	Up from 73.4%	63.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	Down from Good	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	91.6%		89.4%	
Highly qualified teachers in high poverty schools	89.4%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Arden Elementary made significant progress during the 2004-05 school year. Several faculty, staff, and students received recognition and rewards. Three teachers received the prestigious National Board Certification (NBPTS) during this current school year. Many students received awards for accomplishments in the arts. For example, for the first time in several years we had several winners in the Richland One Elementary Visual Arts Exhibit Contest. One of our students received recognition for his work in The National School Traffic Safety Poster Program Contest. Arden students took three of the awards in the Fair Housing Poster Contest. Seven students were recognized and rewarded.

Arden completed an intensive self-study for continued Southern Association of Colleges and Schools (SACS) accreditation during the 2002-03 school year. We have used those results, along with more recent surveys and test results, to shape our staff development activities. These results showed a need to concentrate on math problem-solving, cooperative learning, science and involvement of parents in the education of their children.

During the year, we continued the training of all teachers in Math Solutions, and we did follow-up training related to Fred Jones' Tools for Teaching, a classroom management and motivational program. We started our school-based science delivery framework. Three of our teachers led the workshop presentations. Our teaching staff continued to receive staff development in the area of research generated by the Institute for Learning and implemented principles of learning. The principles of learning that garnered most of our attention this year were "accountable talk" and "socializing intelligence."

Arden has challenges that we must meet to reach our goals. Our student body has become more diverse each of the last three school years. During 2004-05, English was not the native language of more than 17% of our population. Our first challenge was to ensure that we develop a school climate in which all students felt safe, secure and eager to learn. The second hurdle we faced was recruiting staff that could address the needs of a diverse student and parent population. We increased the number of Spanish-speaking staff. In addition, we have an entire staff that is prepared to address the needs of our more diverse population. Finally, we continued our partnership (started last year) with L.E.E.R., an award-winning tutoring program to help students who struggled academically and socially because of their limited ability to speak English. We have increased participation this year by mailing personal, handwritten letters of invitations to parents of students at selected grade levels. A result has been an increase in attendance at parent forums, when we have used this practice. We intend to continue this practice as home-school communication is one area we found to be below an acceptable level. We have plans to be aggressive in implementing strategies to improve our home-school communication. We expect to see improvements in academic achievement, school climate and home-school relations.

Eugene George, Principal  
Tina Herbert, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	29	58	48
Percent satisfied with learning environment	96.4%	91.2%	87.2%
Percent satisfied with social and physical environment	100.0%	87.7%	89.4%
Percent satisfied with school-home relations	57.1%	94.7%	74.5%

\*Only students at the highest elementary school grade level at this school and their parents were included.